BROCKMAN ELEMENTARY 2245 Montclair Dr. Columbia, S. C. 29206 PK-5 Elementary School GRADES 225 Students ENROLLMENT Dr. Bernadette Scott 803-790-6743 PRINCIPAL SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500 Vince Ford 803-231-7556 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: G00D Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 15 8 0 1 0 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: YES This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Good	Average	N/A
2003	Excellent	Below Average	Yes
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

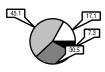
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours









Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic Balow

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	/	/ %	1	/ °`	/	/ * * *	Performance Objective	Participation Objective M
All Students	h/Langua 82	ge Arts - 3 100.0	State Peri 8.5	ormance 31.7	Objective 47.6	= 17.6% 12.2	69.5	Yes	Yes
Gender	02	100.0	0.5	31.7	47.0	12.2	09.5	res	res
Male	38	100.0	7.9	39.5	44.7	7.9	68.4		
Female	44	100.0	9.1	25.0	50.0	15.9	70.5		
Racial/Ethnic Group		100.0	5.1	20.0	00.0	10.0	70.0		
White	55	100.0	0.0	23.6	60.0	16.4	83.6	Yes	Yes
African-American	24	100.0	20.8	54.2	20.8	4.2	41.7	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	71	100.0	8.5	29.6	49.3	12.7	71.8		
Disabled	11	100.0	9.1	45.5	36.4	9.1	54.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	82	100.0	8.5	31.7	47.6	12.2	69.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	82	100.0	8.5	31.7	47.6	12.2	69.5		
Socio-Economic Status									
Subsidized meals	15	100.0	46.7	26.7	26.7	0.0	40.0	I/S	I/S
Full-pay meals	67	100.0	0.0	32.8	52.2	14.9	76.1	l	

Mathematics - State Performance Objective = 15.5%									
All Students	82	100.0	17.1	45.1	30.5	7.3	51.2	Yes	Yes
Gender									
Male	38	100.0	13.2	44.7	34.2	7.9	50.0		
Female	44	100.0	20.5	45.5	27.3	6.8	52.3		
Racial/Ethnic Group									
White	55	100.0	7.3	41.8	41.8	9.1	70.9	Yes	Yes
African-American	24	100.0	37.5	50.0	8.3	4.2	12.5	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	71	100.0	16.9	40.8	33.8	8.5	54.9		
Disabled	11	100.0	18.2	72.7	9.1	0.0	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	82	100.0	17.1	45.1	30.5	7.3	51.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	82	100.0	17.1	45.1	30.5	7.3	51.2		
Socio-Economic Status									
Subsidized meals	15	100.0	66.7	26.7	6.7	0.0	6.7	I/S	I/S
Full-pay meals	67	100.0	6.0	49.3	35.8	9.0	61.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced				
		Englis	sh/Langu								
Grade 3	32	100.0	3.2	22.6	54.8	19.4	74.2				
Grade 4	26	100.0	8.0	48.0	36.0	8.0	44.0				
Grade 5	13	100.0	15.4	76.9	7.7	N/A	7.7				
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 3	35	100.0	8.6	20.0	57.1	14.3	71.4				
Grade 4	24	100.0	8.3	29.2	50.0	12.5	62.5				
Grade 5	23	100.0	8.7	52.2	30.4	8.7	39.1				
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
			Mathemat								
Grade 3	32	100.0	6.5	45.2	29.0	19.4	48.4				
Grade 4	26	100.0	12.0	60.0	4.0	24.0	28.0				
Grade 5	13	100.0	23.1	61.5	7.7	7.7	15.4				
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 3	35	100.0	22.9	42.9	34.3	N/A	34.3				
Grade 4	24	100.0	8.3	54.2	29.2	8.3	37.5				
Grade 5	23	100.0	17.4	43.5	21.7	17.4	39.1				
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 225)			EIKO GUIO	
First graders who attended full-day kindergarten	98.0%	N/C	97.3%	100.0%
Retention rate	1.9%	Down from 3.2%	1.7%	2.7%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	96.5% 2.4%	Up from 96.1%	97.0% 2.1%	96.4% 4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%		2.5%	3.5%
Eligible for gifted and talented	0.0%	No change	26.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 4.0%	6.3%	8.2%
Older than usual for grade	0.0%	N/A	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.5%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	52.6%	Down from 55.6%	59.4%	51.4%
Continuing contract teachers	73.7%	Down from 77.8%	88.7%	87.5%
Highly qualified teachers**	100.0%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.6%	86.7%
Teacher attendance rate	90.7%	Down from 93.0%	95.7%	94.9%
Average teacher salary Prof. development days/teacher	\$37,793 13.5 days	Down 2.9% Down from 15.1 days	\$42,578 s 11.4 days	\$40,760 12.4 days
School				
Principal's years at school	4.0	Up from 3.0	6.3	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 16.1 to 1	20.2 to 1	18.9 to 1
Prime instructional time	86.1%	Down from 87.6%	91.3%	90.0%
Dollars spent per pupil*	\$7,118	Up 5.4%	\$6,019	\$6,044
Percent of expenditures for teacher salaries*	70.5%	Up from 69.8%	68.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0% Yes	No change	99.0% Yes	99.0% Yes
	Excellent	No change N/A	Good	Good
Character development program * Prior year audited financial data are reported.	Excellent	Our District		State
Highly qualified togethers in law warrents	ooboole**			
Highly qualified teachers in low poverty		91.3%		2.0%
Highly qualified teachers in high poverty	y schools**	90.3%		1.1%
Highly avalified to a harm in this and a life	*	State Objectiv		te Objective
Highly qualified teachers in this school*		65.0%		Yes
Student attendance in this school **NOTE: The verification process was not completed		95.3%		Yes

^{*}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brockman Elementary completed its fourth year of educating students in pre-K through grade five using the Montessori method. Our school's mission is to educate "the whole child." Therefore, the school's curriculum is focused on the academic, social, creative, physical and emotional growth of each child. All of our twelve classroom teachers have earned full Montessori certification. They meet the challenge of teaching the Montessori curriculum along with state standards. Student achievement reflects high levels of mastery across subject areas. Areas of academic focus in our school improvement plan were to strengthen hands-on science, problem-solving skills, use of technology and arts integration across all subject areas. Our teachers increased their skills in these areas through a variety of summer courses and staff development activities throughout the school year. The results were reflected in increased use of the science and technology labs, integration of drama and creative writing across the curriculum, strengthening of students' research skills and forming an "Odyssey of the Mind" team.

Brockman places great emphasis on arts education. The school became an "Arts in Basic Curriculum" (ABC) site this year. Funding through this program, State Department grants and parent organizations has enabled the school to offer an extensive array of arts activities during and after school in West African drumming and dancing, theater and a strings orchestra for grades one through five.

The school climate reflects positive emotional and behavioral growth among students. The addition this year of a "Peace Builders Center" staffed by the in-school suspension coordinator has helped students in conflict resolution skills, taking responsibility for actions and positive work habits. We also worked to strengthen our "Parent Education Program," a critical component of a Montessori school.

Challenges we face include balancing an authentic Montessori program with state mandates, making Montessori training more accessible for teachers and increasing student self-assessment and accountability for quality of work. With strong leadership and teamwork among staff, parents, students and the community we anticipate progress in meeting these challenges.

Dr. Ginny Riga, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS								
	Teachers	Students*	Parents*					
Number of surveys returned	21	23	21					
Percent satisfied with learning environment	100.0%	82.6%	85.7%					
Percent satisfied with social and physical environment	100.0%	87.0%	100.0%					
Percent satisfied with home-school relations	95.2%	82.6%	90.5%					
*Only students at the highest elementary school grade level at this school and their parents were included.								